EYE ON LEARNING

Lifelong Learning Institute's 2005 Calendar Available

You can find the LLI Catalog, 2005 Schedule of Classes, and the quarterly Eye on Learning newsletter on DWITE, IDWD's Intranet website. The calendars are in a user-friendly monthly format and are easy to view and print for reference. The catalog gives additional information such as course descriptions and registration procedures. If you do not have access to DWITE, this information can be found by accessing the IDWD website at:

www.in.gov/dwd/education/lli.

When additional training opportunities are scheduled throughout the year, staff will be notified via email and given the class and registration information.

Remember! **CALL-TO-SCHEDULE** classes are available if you would like to bring a specific training class to your location. Contact Nyla Dawson (317) 232-7212 or Bob Hays (765) 962-8591, ext. 207, for this Lifelong Learning Institute service.

Check Out These Websites!

Public Speaking:
http://www.ljlseminars.com
http://www.gorin.com
http://www.nsaspeaker.com
http://www.speaking.com
http://www.santcorp.com
Training Information:
http://www.activetraining.com
http://www.learnativity.com
http://www.trainseek.com
http://thiagi.com
http://www.newsletterinfo.com
http://www.businessballs.com
Presentation Skills:
http://www.powerpointers.com
http://presentations.com
http://www.support4learning.org.uk/jobsearch/interviews.htm (NEW)

Statistical Concepts for Trainers (And Others)

With IDWD's new emphasis on economic development and the goals of growing jobs and income for Hoosiers, it is important to understand how to read and interpret labor market information. So, in order to assist you in reading and interpreting this data, we will describe in plain English some basic concepts in statistics that every trainer, really every employee, should know.

Statistics/Mean

This is one of the more common statistics you will see. And it's easy to compute. All you have to do is add up all the values in a set of data and then divide that sum by the number of values in the dataset. Here's an example:

Let's say you are writing about the World Wide Widget Co. and the salaries of its nine employees:

The CEO makes $100,000 per year,
two managers make $50,000 per year,
four factory workers make $15,000 each,
and two trainees make $9,000 per year.

So you **add** $100,000 + $50,000 + $50,000 + $15,000 + $15,000 + $15,000 + $15,000 + $9,000 + $9,000 (all the values in the set of data), which gives you $278,000. Then **divide** that total by 9 (the number of values in the set of data).

That gives you the **mean**, which is $30,889.

Not a bad average salary. But be careful when using this number. After all, only three of the nine workers at WWW Co. make that much money. And the other six workers don't even make half the average salary.
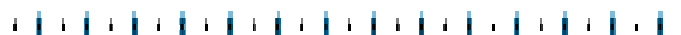
Statistical Concepts for Trainers
(continued from page 1, column 2)

So what statistic should you use when you want to give some idea of what the average **worker** at WWW Co. is earning? It's time to learn about the **median**.

Statistics / Median

Whenever you find yourself writing the words, "the average worker" this or "the average household" that, you don't want to use the mean to describe those situations. You want a statistic that tells you something about the worker or the household in the middle. That's the **median**.

Again, this statistic is easy to determine because the median literally **is** the value in the middle. Just line up the values in your set of data, from largest to smallest. The one in the dead-center is your median.

For the World Wide Widget Co., here are the worker's salaries:

$100,000
$50,000
$50,000
$15,000
$15,000
$15,000
$15,000
$9,000
$9,000

That's 9 employees. So the one halfway down the list, the fifth value, is $15,000. That's the median. (If halfway lies between two numbers, split 'em.)

Comparing the mean to the median for a set of data can give you an idea how widely the values in your dataset are spread apart. In this case, there's a somewhat substantial gap between the CEO at WWW Co. and the rank and file. (Of course, in the real world, a set of just nine numbers won't be enough to tell you very much about anything. But we're using a small dataset here to help keep these concepts clear). Here's another illustration of this: Ten people are riding on a bus in Redmond, Washington. The mean income of those riders is $50,000 a year. The median income of those riders is also $50,000 a year.

*continued at top of column 2

Joe Smith gets off the bus. Bill Gates gets on. A source now could say that the average income of those bus riders is 50 million bucks. But those other nine riders didn't become millionaires just because Bill Gates got on their bus. A reader who sees that the "average rider" on that bus earns $50,000 a year, using the median, provides a far more accurate picture of those bus riders' place in the economy.

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New LLI Training for 2005!

Microsoft Outlook training sessions are being scheduled around the state on a call-to-schedule basis. If you would like to have this training come to your area contact LLI for details. PC availability is required as participants login and use their own Outlook accounts during the training class.

Microsoft Office 2003 courses are also being offered. Training sessions for Access, Excel, PowerPoint and Word are available. Please check the training schedule on DWITE or call or email LLI for information on dates and locations.

English Vocabulary
(50¢ Words for the Quarter)

Hoi polloi - the general populace, the common people
Snooty - disdainful, or characterized by snobbery
Sophomoric - conceited and overconfident of knowledge but poorly informed and immature
Plethora - excess, profusion, or abundance
Puerile - juvenile or childish
Salutary - promoting health
Lugubrious - mournful or exaggeratedly sad
Kerfuffle - fuss or disturbance
Flibbertigibbet - a silly or flighty person, a ditz
Ululate - to howl or wail

**50¢ words sent to Eye on Learning by Bruce Meyer

If the reader has any good 50¢ words, send them to Carol Radke. (cradke@dwd.in.gov)

Understanding Spanish

Important Words at the Airport

la maleta
suitcase
el equipaje
baggage
el boleto
ticket
el pasaporte
passport
el maletín
carry-on bag
la aduana
customs office
la mesita
tray table
el pasillo
aisle
la terminal
terminal building
el talón
baggage claim ticket
el guardia de seguridad
security guard
el detector de metales
metal detector
el seleccionador de rayos
x-ray machine
la banda
conveyor belt
el carrito de equipaje
baggage cart
el maletero
porter
la sección de no fumar
non-smoking section
el reclamo de equipaje
baggage claim area
el pase de abordar
boarding pass
el, la sobrecargo
flight attendant
el compartimiento de equipaje
luggage compartment
la pista
runway
el vuelo
flight
Source:
http://www.studyspanish.com/travel/spanishhelper/airport/index.htm

Klinck named Director of Workforce Education and New Initiatives

Nathanial Klinck is the new Director of Workforce Education and New Initiatives for the Indiana University School of Continuing Studies (SCS).

In that role, he coordinates the partnership between the Lifelong Learning Institute (LLI) of the Indiana Department of Workforce Development, the university-wide School of Continuing Studies, and the IUPUI Community Learning Network.

The School of Continuing Studies and Community Learning Network work with the Lifelong Learning Institute to provide up-to-date training and professional development opportunities for employees of the Department of Workforce Development and its partner organizations. Nationally recognized trainers lead the courses, which have served more than 2,300 participants in 43 programs since spring 2001.

"I look forward to working with the Lifelong Learning Institute to deliver training opportunities to Indiana workers," said Klinck. "I believe strongly in the value of workforce development and feel that in order for Indiana to move forward, there must be a greater collaboration between education, economic development, and workforce development."

Previously, Klinck served as the WorkOne Coordinator in north central Indiana. He coordinated the activities of six partner agencies and identified the training needs of partner staff.

"Indiana University and the Lifelong Learning Institute have had a successful long-term relationship," said Mark Hollman, Director of the Lifelong Learning Institute. "Nate's experience will help us continue to offer training programs of the highest quality."

For information about the training and development programs offered by the School of Continuing Studies and the Lifelong Learning Institute, call 317-278-0612, send e-mail to nklinck@iupui.edu, or visit the Web at http://scs.indiana.edu.

Personal Reflections

"Think and write down" – experiences for passive learning variety.

Personal Reflection #1: "Write three things you just learned. Now put a colored dot (star, checkmark, sticker) beside the one that is the most important of the three."

Personal Reflection #2: "Write one sentence explaining what you just heard in the last thirty minutes."

Personal Reflection #3: "Draw a fact that represents how you feel about this information. Now write a sentence explaining what the fact represents."

Personal Reflection #4: "On a scratch paper, write a question you still have about the information presented. Give it to me at the break."

Source: Sharon Bowman, "Presenting with Pizzazz", 1997

Celebrate Learning!